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ABSTRACT

Leadership has been considered a personality trait, some specific type of behavior to be learned, or the result of a combination of circumstances. As a special instance of leadership, management style has suffered the same definitional problems, but lately it has been considered a complex phenomenon, with three basic elements: the leader, the group, and the situation. In a previous study the Personal Management Style Questionnaire was tested in Brazil to determine its applicability under a different cultural setting. Results demonstrated acceptable levels of reliability. This study used part of the Brazilian group, undergraduate students (N=412) who had never worked, from the first study and an equivalent group of Belgium undergraduates (N=267). The Personal Management Style Questionnaire, which measures expectations about management, was administered to all subjects. Results indicated Brazilian women showed a general optimism in their expectations about future jobs, where management style will be equitable, flexible and friendly. Men expected to have freedom in the organization of their work, with a more general management style; women expected a flexible supervision using a control with a low emphasis on status. This difference, which appeared only in Brazil, may be explained by a stronger tendency to instrumentality among males and to expressiveness among females. (ABL)

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MANAGEMENT STYLE EXPECTATIONS IN BELGIAN AND BRAZILIAN UNDERGRADUATES

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The construct of leadership has been the object of much interest in Social Psychology and many theories try to define it and predict its influence on other behaviors. Leadership has been considered a personality trait, some specific type of behavior to be learned, or the result of a combination of circunstances. As a special instance of leadership, management style has suffered the same definitional problems, but lately, it has been considered as a complex phenomenon, with three basic elements: the leader, the group and the situation. (Hersey & Blanchard, 1972).

According to Bordeleau (1985) management style must be seen as a macro-system, including three micro-sistems of input, the superior the subordinate and the situation, a transformation system and an output one, each marked by its own internal dynamism. An important aspect of the superior-subordinate relationship, in a dynamic management style, is the amount and quality of feed-back given by the superior to the subordinate about his performance on the tasks for which he is responsable. The influence of feedback on productivity and task-motivation has interested several autors. (Jablin, 1979: Harakiewick & Largon, 1986; Pincus, 1986).

System theories about management style are based on the manager's cognitive capacity, that helps him take into account, when planning, the human, technical, financial and informational resources available in order to attain his goal. This prospective view in

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management, depends for its success, on three factors; the relationship between superior-subordinate the structure of the tasks and the use of power. (Oskamp, 1986; Sorrentino & Fields, 1986).

Bordeleau's contribution to the study of management style is the emphasis given to the relationship between superior and subordinate, which he describles a product of two similar micro-systems, both fontioning at the emotional and cognitive levels, and using the same feed-back processes. According to Bordeleau, subordinates' expectations about management style are specially relevant, and to probe in this area he has developed an instrument: the Personnel Management Style Questionnaire.

A previous study, with this instrument, was done in Brazil, to test its applicability under a different cultural setting. Results showed acceptable levels of reliability (D'Amorim, 1989). The present study includes part of the brazilian group used in the first study, and an equivalent group from belgian Results from previous research allow the prediction of sex differences in the expectations about management style, and also differences between the two national groups.

METHOD

SUBJECTS

In Belgium the instrument was answered by 267 undergraduates of the Catholic University of Louvain, in its original french form; the group includes 43,8% of men and 56,2% of women with mean age of 19,2% yars and standard deviation of 2.15 years. From a larger group of brazilian undergraduates, the ones without any work experience were selected for the comparison; this group had a total of 412 students, 41,2% males and 58,8% females with mean age of 20.4 years and standard deviation of 2.5 years.

INSTRUMENT

The Personnel Management Style Questionnaire, (Bordeleau 1977a & 1977b), measures the expectation about management, by asking the subjects to assume the role the of a good manager; the questionnaire is based on systemic theory and focus on the relationship between superior and subordinate.

The instrument has 75 itens, in statement form, divided in nine scales, that can be grouped into three factors. The scales Concern with Impartiality, (COIM), with seven itens and Interest in Fostering the Development of Subordinates, (IFDS), with six itens, form the Equity Factor, (EQFAC), measuring justice in th relations between superior and subordinate. The scales of Flexible Use of Status, (FLST), Flexibility in Control and Supervision, (FLCS), and Minimal Knowledge of Subordinate's Work, (MKSW), with eight itens each, form the Flexible Exercise of Authority Factor (AUFAC), that measures the level of rigidity-flexibility in a management style. Finaly, the scales of Interest in Subordinate's Personal Problems, (ISSP), with nine itens,.Fricdly Relations with Subordinates, (FRWS), with seven itens, Oppeness Towards Discussion and Groupwork, (ODGW), and Ability to form supportive Relationships at Work, (ASRW), both with eleven itens each, form the Interpersonal Relations Factor (IRFAC). A global score can be calculated,but has limited meaning.

PROCEDURE

The Personnel Management Style Questionnaire, in its french version, was translated to portuguese by the author, and retranslated back to french by two persons whose national language was french, with high level of similitude between the original and the final versions.

RESULTS

1. INSTRUMENT RELIABILITY

The instrument's reliability was measured with the help of

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TABLE 1

RELIABILITY COEFICIENTS
ALPHA VALUES

Scales	Brazilian (N=412)	Belgians (N=267)
COIM - Concern for Impartiality	.76	.74
IFDS - Interest in Subordinate's Development	.76	.79
FLST - Flexible Use of Status	.68	.87
FLCS - Flexibility of Control and Supervision	.57	.88
MKSW - Minimal Knowledge of Subordinate's Work	.56	.87
ISSP - Interest in Subordinate's Problems	.69	.88
FRWS - Friendly Relations With Subordinates	.66	.88
ODGW - Openess Towards Discussion and Group Work	.76	.93
ASRW - Ability to for Supportive Relationship at Work	.67	.93
FACTORS		
EQFAC - Equity	.85	.85
AUFAC - Flexible Use of Authority	.76	.94
IRFAC - Interpersonal Relations	.87	.97

2. CORRELATIONS BETWEEN THE SCALES OF EACH FACTOR AND THE GENERAL SCORE

Pearson's correlations were calculated between the scales belonging to the same factors, for each of the two groups Belgians and Brazilians

TABLE 2

CORRELATIONS BETWEEN SCORES.

BELGIANS AND BRAZILIANS

SCALES	COIM	IFDS	FLST	FLCS	MKSW	ISSP	FRWS	ODGW	ASRW
COIM	____	.665*							
IFDS	.695*	____							
FLST			____	.757*	.552*				
FLCS			.417*	____	.700*				
MKSW			.252*	.303*	____				
ISSP						____	.805*	.776*	.812*
FRWS						.391*	____	.779*	.777*
ODGW						.419*	.500*	____	.863*
ASRW						.288*	.498*	.643*	____

* = p = .000

Belgium = ABOVE LINES

Brazil = BELOW LINES

The three factors were correlated between themselves and with the general score. Results appear in table 3

TABLE 3

CORRELATIONS BETWEEN FACTORS AND GLOBAL SCORE

BRAZIL AND BELGIUM

FACTORS	FACTORS			GLOBAL	
	EQFAC	AUFAC	IRFAC	BRAZIL	BELGIUM
EQFAC	____	.574**	-.322**	.900**	.774**
AUFAC	.435**	____	-.644**	.641**	.577**
IRFAC	.389**	.012	____	.603**	.126*

* = p = .000 BELGIUM = ABOVE LINES

BRAZIL = BELOW LINES

Correlations for scales were, in general, larger for the belgian group; brazilians considered management equity as higly related to the flexible use of authority, and good relations between superior-subordinate. For belgians, management equity is opposed to a flexible use of authority and a happy relationship between supervisors and subordinates. The correlations obtained in Brazil are close to the original ones fond in Canada (Bordeleau 1985).

3. DIFFERENCES BETWEEN GROUPS

An anova was calculated to test sex and national differences between groups.

[TABLE 4]

TABLE 5 (TABLE 2 IN THE POSTER)

SEX DIFFERENCES - BRAZIL AND BELGIUM

MEANS, VALUES OF t AND p

SCALES	BRAZIL				BELGIUM			
	MALES (170)	FEMALES (242)	t	p	MALES (117)	FEMALES (150)	t	p
COIM	35.82	38.17	-2.37	.000	36.09	40.16	-4.02	.000
IFDS	36.94	39.58	-2.44	.000	37.43	40.39	-2.87	.005
FLST	27.27	30.51	-3.75	.000	28.26	28.57	-0.25	.805
FLCS	24.08	26.20	-2.83	.005	21.89	19.85	1.59	.114
MKSW	23.99	21.85	2.61	.009	24.79	22.67	1.60	.112
ISSP	26.28	28.33	-2.53	.012	26.96	28.50	-1.27	.205
FRWS	28.33	31.24	-3.44	.001	27.34	27.72	-0.29	.772
ODIE	34.11	36.35	-2.76	.006	31.82	34.57	-1.90	.058
ASRW	34.93	35.89	-1.37	.173	34.02	36.49	-1.83	.068
FACTORS								
EQFAC	36.38	38.87	-2.63	.009	34.02	36.49	-3.77	.000
AUFAC	25.11	26.19	-1.82	.069	24.98	23.70	1.11	.270
IRFAC	30.91	32.92	-3.37	.001	30.03	31.82	-1.45	.149
GLOBAL	30.80	32.66	-3.57	.000	30.59	31.93	-2.66	.008

TABLE 4 (TABLE 1 IN THE POSTER)

DIFFERENCES BETWEEN GROUPS BY SEX AND COUNTRY

MEANS, VALUES OF f AND p

SCALES	COUNTRY				SEX			
	BRAZIL	BELGIUM	F	p	MALE	FEMALE	F	p
COIM	37.20	38.47	3.635	.057	36.04	38.89	15.343	.000
IFDS	38.50	39.01	.711	.399	37.17	39.80	11.537	.000
FLST	29.17	28.41	.989	.320	27.74	29.71	7.495	.006
FLCS	25.33	20.62	45.898	.000	23.25	23.72	.292	.589
MKSW	22.74	23.96	1.258	.263	24.33	22.13	9.482	.002
ISSP	27.40	27.96	.970	.451	26.56	28.38	8.303	.004
FRSW	30.04	27.57	11.440	.000	27.88	29.97	8.072	.005
ODTS	35.43	33.50	6.069	.012	33.21	35.77	11.598	.001
ASRW	35.50	35.57	0.020	.887	34.58	36.22	6.055	.014
FACTORS								
EQFAC	37.85	38.74	2.202	.138	36.60	39.34	15.855	.000
AUFAC	25.75	24.20	6.705	.010	25.10	25.19	.006	.940
IRFAC	32.10	31.15	2.477	.116	30.56	32.58	11.636	.001
GLOBAL	31.90	31.36	1.526	.217	30.75	32.37	17.671	.000

Sex differences were obtained for eight of the nine scales, and two of the three factors. Women had higher expectations than men, towards manager's equity, (COIN, IFDS, and EQFAC), and his flexible use of status (FLST). They also expected, more than men, good relations between superior and subordinate, (ISSP, FRWS, ODTE and ASRW). Men higher expectations were directed towards freedom in the organization of their task, (MKSW).

The differences between Belgian and Brazilians were related to the use of power. were brazilians wished less control and supervision, (FLCS), friendlier relations with managers (FRWS) and the chance of working as a team (ODTE).

Some interations were obtained between the two variables; Belgian men expect more flexibility in the use of status (FLST) than Brazilians but, for women, this relationship was inversed.

Flexibility of supervision was more expected in Brasil by the women, and in Belgium by the men; the same interaction occurs with the factor of flexible use of authority. (AUFAC).

3. SUB-GROUPS RESULTS

4.1. SEX DIFFERENCES BY COUNT

For each national group Student's t tests were calculated for sex-differences.

TABLE 5

The Brazilians group presented differences for almost all scores and two of the factors; women had higher expectations for seven of the nine scales with the exception of liberty in work organization, more important for men (MKWS).

For the Belgian group,sex differences are limited to the equity factor more important to the women (COIN, IFDS, EQFAC).

4.2. National differences by sex

Belgian women expected more concern for impartiality (COIM) than Brazilian, that prefered a greater flexibility in the use of status and supervision (FLST, FLCS, AUFAC) and a friendlier management style. (FRWS).

DISCUSSION

Brazilian female results show a general optimism in their expectations about future jobs, were management style will be equitable, flexible and friendly; this optimism is present in belgian women only in reference to equity, where it is even higher than with Brazilians. Possibly the socio economic level of university students is different in their respective countries. Belgian has a highy developed educational system and almost all belgians so motivated, can become university students. In Brazil this condition is the previlege of afluent youths who have little experience of work, specially the girls. Belgians women have probably a more realistic view of work, since they have generally some experience of part-time job. Another explanation would be their higher level of information about the problems that women have to face in the job-market. Recent studies show discriminations againts women during entrance procedures, (Graves & Powell, 1988; Binning, Goldstein, Garcia & Scattaregia, 1988), in recommendation letters, (Dipboye, Framkim & Wiback, 1975), in performance evaluation (Garland & Price. 1977; Dobbins, Cardy, & Truxillo, 1988) and in salaries received. (Rynes, Weber, Milkovich, 1989).

The flexibility in the use of Authority Factor (AUFAC) presents scales in opposite directions for men and women. Men expect to have freedom in the organization of their work, with a more general management style; women expected a flexible supervision using a control

with low emphasys on status. This difference, that appears only in Brazil, may be explained by a stronger tendency to instrumentaliy among males and expressiveness among females. In Europe this tendency may be in the process of desapearing leaving only equity as a more expected management style by the women.

The expectations about management style, of young people facing their first job shold be studies as a means to reduce entrance problem that may lead to a high rate of turnover during the first months. (Zaharia, & Baumeister, 1981). If the instability of economic conditions perclude leaving the job, unfulfilled expectations leads to absenteism, lack of motivation and low productivity. Knowledge of expectations can help prepare realistic interviews during admission period. (Meglino, De Nisi, Younblood & Williams, 1988).

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